

Mountjoy School

Sex and Relationships Policy



Reviewed by Pupil Welfare and Curriculum Committee:

20 June 2018

Date of next review:

June 2019

Signed:

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Chair of Governors

Date

Mountjoy School

Sex and Relationships Policy

<i>Date reviewed</i>	<i>Changes made</i>	<i>Date of next review</i>
September 2015	None	September 2016
September 2016	Rewording of bullet point 2 in Principles and values section	
June 2017	None	
June 2018	None	

Mountjoy School

Sex and Relationships Policy

June 217

Sex and relationships education (SRE) promotes:

- lifelong learning about physical, sexual, moral and emotional development.
- It involves gaining information, developing skills and forming positive beliefs, values and attitudes.
- The understanding of relationships, respect, love and care.

Principles and Values

SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
- Be an entitlement for all children and young people; those who are heterosexual, lesbian, gay, transgender or bisexual; those with physical, learning or emotional difficulties; and those with a religious or faith tradition – everyone whatever their background, community or circumstance
- Be provided within a holistic context of emotional and social development across all settings.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that the wider community has much to offer

Rationale

The aim of this SRE policy is to equip all young people with the relevant knowledge, attitudes and skills to make informed decisions regarding their sexual health and relationships throughout their lifetime.

The SRE Policy has three main elements:

Knowledge:

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy and the issues relating to unplanned pregnancy
- learning how the media, the internet and pornography can influence attitudes and behaviour towards sex

Attitudes:

- learning the value family life, and stable and loving relationships;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour;
- learning the value of respect, love and care;

Skills:

- learning to manage relationships confidently and sensitively;
- learning to make choices and considering consequences of choices made
- developing self-respect and empathy for others
- managing conflict
- empowering students with the skills to be able to avoid inappropriate pressures or advances(both as exploited or exploiter)
- to critically reflect and separate fantasy from reality

The elements are delivered through PSHE, RE and Science. Formal sessions on sex education are undertaken with older pupils, in consultation with parents, at a time that is appropriate to their level of maturity.

Aims & objectives:

SRE should ensure that all pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty.

SRE should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Understand the consequences of their actions and behave responsibly within relationships

- Have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions, and sexually transmitted infections, including HIV
- Avoid being exploited or exploiting others
- Avoid being pressurised into having unwanted or unprotected sex
- Get confidential sexual health advice, support and, if necessary, treatment
- Know how the law applies to sexual relationships.

Equal opportunities

At Mountjoy School we believe in the moral as well as legal entitlement of all pupils to have equality of access to teaching, learning, resources and opportunities. In all activities positive attitudes towards, and respect for, difference, diversity and individuality will be promoted. Resources and subject plans will be differentiated to meet the needs of all individual pupils. At Mountjoy School we strive to meet the needs of all individuals through differentiation and personalised learning. For pupils with Autistic Spectrum Disorder a high level of structure and visual support is provided in line with the individuals needs.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a lesson.

When delivering SRE it should be common practice that:

- No-one (teacher, student or visiting speaker) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the child protection procedures should be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful.

However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet. SRE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice.